DOCUMENT RESUME

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IDENTIFIERS	Bakersfield College CA

ABSTRACT

This Vocational Education Resource Package (VERP) was developed to provide materials useful in replicating an exemplary vocational education program for special student populations in the California Community Colleges. This VERP describes Bakersfield College's Single Parent Adults Choosing Education (SPACE) II program, (an expansion of the original SPACE program) which provides basic skills remediation and support services to single parents returning to education. Part I is a general overview of the VERP project, including a list of the packages produced. Part II presents an overview of the program, including its history, applicability, activities, overall effectiveness, and main features. Part III provides materials to facilitate the adoption of the program: a list of resources needed and budget information for the program, including a project budget summary, a detailed budget, and a budget by objective. Part IV presents the course description; course semester syllabus; basic curriculum outline; and sample student self-assessment. (YLB)

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VOCATIONAL EDUCATION
RESOURCE PACKAGE

SPACE II
Single Parent Adults Choosing Education

This package is designed to facilitate the adoption of
a program for single parents developed at
Bakersfield College
Bakersfield, California

Prepared for the
Chancellor's Office, California Community Colleges

by

Evaluation and Training Institute
Los Angeles, California
1991

This project was supported by Vocational Education Act funds. The opinions expressed herein do not necessarily reflect the position or policy of the California Community Colleges Chancellor's Office or the U.S. Department of Education, and no official endorsement should be inferred.

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PART I: GENERAL OVERVIEW

INTRODUCTION

Vocational Education Resource Packages (VERPs) contain information necessary for the adoption and implementation of existing exemplary vocational education programs at the California Community Colleges. These programs target special student populations: disabled students; single parents and displaced homemakers; disadvantaged students; and, those with limited English proficiency. VERPs enable the dissemination of these special programs to interested colleges and provide a model and resource materials for their adoption. This VERP describes Bakersfield College's SPACE II program which provides basic skills remediation and support services to single parents returning to education.

HISTORY OF VERPs

The Carl D. Perkins Vocational Education Act (VEA) of 1984 placed a dominant emphasis on providing access to quality programs to groups of students traditionally underrepresented students in vocational education. A Planning and Future Study Committee consisting of representatives of the Chancellor's Office and local colleges predicted that the numbers of special population students at the community colleges, including the disabled, the disadvantaged, single parent/displaced homemaker, and limited English proficient, will grow significantly over the remainder of this century. In early 1990, as one effort to serve these categories of students, the Chancellor's Office funded a VEA special project to develop and disseminate a comprehensive resource model for special student populations. This VERP is a final product of that project.

DEVELOPMENT OF VERPs

Model programs were identified through a variety of methods: a phone survey of all 107 California community colleges identified a number of prospects; Chancellor's Office Special Projects were reviewed for their potential; and nominations were made by the members of the project Advisory Committee. Materials were requested on these programs and follow-up calls were made to gather additional information. The following criteria were used to determine if a program was eligible for development as a VERP: 1) the program had documentation; 2) there was evidence of its effectiveness, usefulness

or impact; 3) it had been developed, at least in part, with VEA funds; 4) it possessed the ability to be transported to and implemented at other colleges; 5) the program had been developed since 1980; and, 6) it targeted at least one of the four special student populations.

From the programs that were identified, the Advisory Committee selected 10 exemplary programs for development as VERPs. The developer's materials, existing program documentation, and other useful supplemental materials are included for use in replicating the program.

VERPs THAT WERE PRODUCED

The following 10 VERPs were produced:

I. For Displaced Homemakers and Single Parents:

SPACE II - Single Parent Adults Choosing Education

II. For Disadvantaged Students:

A. Career Beginnings

B. IN-D'MAND - Internships for Disabled, Minority, and Disadvantaged Students

III. For Limited English Proficient Students:

A. AERO - Advancement of Ethnic Representation and Opportunity

B. Bilingual Welding and Automotive

C. Outreach and Orientation for ESL Students

IV. For Disabled Students:

A. Basic Food Service Training

B. Center for the Vocationally Challenged - Business PC and Computer Programming Training

C. High-Tech Center

D. Project WorkAbility

ORGANIZATION OF THIS DOCUMENT

Part II, developed by Bakersfield College and organized by the Evaluation and Training Institute, presents an overview of the program, including its history, applicability, and overall effectiveness. Part III gives useful information to facilitate the adoption of the model program. Part IV presents a basic curriculum outline and course syllabus.

PART II: OVERVIEW OF THE PROGRAM

HISTORICAL BACKGROUND

The Displaced Homemakers Committee of Community Agencies originally developed the idea of a program that would cater to the needs of single parents and help them return to education. Phyllis Hullett, an Access Director, then initiated the SPACE (Single Parent Adults Choosing Education) program at Bakerfield College. This program was started at Bakersfield College in September 1988.

SPACE II is an expansion of the original SPACE program. The original program demonstrated success in meeting its goal of developing participant self-esteem. The two nine-week pilot sessions of SPACE, though successful, clarified the need for additional and intensified program components. SPACE II was developed directly out of the need to expand the SPACE program's services and curriculum by providing additional child care, more intensive basic skills remediation, and personal counseling. Additionally, the need for long-term tracking and follow-up procedures of participants is addressed through SPACE II.

PURPOSE OF THE PROGRAM

The SPACE II program is designed to provide basic skills remediation and support services to single parents returning to education. There is a concentration on personal, group, and crisis counseling. The decision to return to education by single parents is often a difficult one, given the demands of single parenting and the resulting financial constraints. The fundamental purpose of SPACE II is to bring disadvantaged parents back into the mainstream of education and job preparation in vocational education.

The program has three primary emphases:

1. To deal with the social and psychological frustrations of single parents who suffer from the emotional effects of verbal, substance, childhood, and physical abuse;

2. To provide basic skills remediation so that self-esteem is restored and single parents can proceed with job specific skills training programs; and,

3. To provide on-going child care and other support services for all single parent participants.

This program remediates basic skills and self-esteem to adequately prepare participants for successful career exploration and job training, leading to meaningful and appropriate job placement. To accomplish this, SPACE II aims for at least a fifty percent transfer rate into a vocational education program upon completion of the program. By doing so, SPACE II promotes gender equity in and access to non-traditional job training.

MAIN FEATURES OF THE PROGRAM

SPACE II focuses on individual and personal contact with staff in order to achieve its goals. The project length is fifteen weeks, and 185 student contact hours are required. The course is equivalent to four semester hours of college credit. As a demonstration of support and an encouragement to include even the most needy single parent, Bakersfield College has waived the tuition for the four units of credit earned. In addition, all campus providers of student services have provided assistance as needed, including the offices of Financial Aid, EOP&S, and the Reentry Center. Efforts are continually made to increase the utilization of these services.

A special feature of the SPACE II program is a course that promotes non-traditional careers. This course is designed to familiarize participants with the characteristics, availablility, and advantages of enrolling in a non-traditional career program. The course explores opportunities in public service, health careers, trades and industry, business and agriculture. Guest speakers from these fields address the students weekly and evaluations have shown this to be the most popular section of the course. In addition to career possibilities, topics include health and hygiene, mock job interviews, food and nutrition, and formulating personal budgets. Single parents in SPACE II are automatically enrolled in this course.

Basic skills remediation is an integral part of the course. Student keep a daily journal that serves two functions: to help deal with anger and frustration by providing a release; and, to help improve writing and communication skills. The class also spends one day per week in a computer lab, providing valuable computer training to the participants.

There is an intense need to modify dysfunctional behavior of the participants along with providing basic skills remediation can occur. The utilization of highly skilled professional counselors and learning skills specialists is necessary to bring about the anticipated participant behavior modifications. The participants must be able to recognize and break the patterns of dysfunction that dominate their lives and prevent them from achieving success in their educational and personal endeavors. The program is structured to bring about this development by addressing the following issues:

- Week 1: Who am I? How do I see myself? Introduce the concept of self-esteem. Look at the myths from fairy tales or television that shape one's life (i.e. "Someday my prince will come and we will live happily ever after") versus the realities.

- Week 2: Why am I the way I am? Study patterns of one's family-of-origin; family roles; and parent messages.

- Week 3: Family dysfunction. Includes alcoholism and drug abuse, physical abuse or neglect, and incest.

- Week 4: Addictive Behaviors. Includes alcohol and drug abuse, gambling, and "fatal attractions."

- Week 5: Nurturing vs. Toxic relationships. Contrasts healthy and harmful relationships and investigates the "attraction" to a toxic relationship.

- Week 6: Co-dependency. What it is, and how one recognizes and breaks the patterns of co-dependency.

- Week 7: Taking Control of One's Life. Learning and practicing the 5 C's of control: competence, commitment, confidence, creativity, and courage.

- Week 8: Goal Setting. Motivation and strategies to help one set and attain short and long-term goals.

- Week 9: Time Management. Learning to make the most of the precious resource, time.

- Week 10: Stress Management. Defining stress and noting its most common causes. Learning and coping strategies such as relaxation, time management, verbalizing needs and concerns.

- Week 11: Mind-Body Connection. Developing an awareness of the strong link between mind and body, including psychosomatic ailments, the impact of stress and emotions on the body, and the importance of a healthy body and mind.

- Week 12: Assertive Behavior. Replacing defense mechanisms and self-defeating behaviors with appropriate assertive behavior. Will include a speaker on the legal rights of a single parent.

- Week 13: Career Exploration. A career interest inventory is given as a springboard to career exploration. Discussion about the varied aspects to consider in a job or career, including salary, benefits, working conditions and demands, job security, and growth potential. Interviewing techniques are demonstrated.

- Week 14: Money. How important is money to the individual? How much is enough? Consideration of money as a source of power, esteem, security or as a tool for buying independence. Stress importance of budgeting money.

- Week 15: Where am I now and where do I go from here? Wrap-up.

The broad range of issues covered insures that the participants understand the problems they face and enables them to change their situation.

EVIDENCE OF EFFECTIVENESS OR IMPACT

Constant efforts have been made within the last two years to determine the program's strengths and weaknesses. In an effort to improve the program, the staff meets monthly to discuss successes and failures in meeting the program objectives. In this way, the program is constantly updated to meet the varying needs of the participants from semester to semester.

The original SPACE program was highly effective, given the high level of retention observed during the four semesters of the SPACE project. Of the 135 participants served since the program's inception in 1988, 106 have finished the SPACE program, for a 79 percent rate of retention. Though successful, SPACE program administrators were aware of the demand from participants for an expanded program timeline in order to restore lost confidence and basic skills, and to better prepare participants for successful career exploration and job training. Thus SPACE II attempts to correct the deficiencies of the first program, insuring continued success.

Space Program Evaluation

The following chart shows the number of participants who started and finished the program. The retention rate is calculated, as well as the percentage of students who continued their education or returned to the work force. The numbers in parentheses show the actual number of students for a given category, next to the calculated percentage.

	Number who Entered Program	Number who Finished Program	Percent Graduated SPACE	Percent Continuing School	Percent Working
GROUP I Fall '88	31	24	77%	(14) 58%	(6) 20%
GROUP II Spring '89	22	20	91%	(12) 60%	
GROUP III Fall '89	23	21	91%	(13) 62%	
GROUP IV Spring '90	27	23	85%	(14) 61%	
GROUP V Fall'90	32	18	56%	(16) 89%	
GROUP VI Spring '91	21	19 in progress			

The participants have a great appreciation for the program. The student evaluations note a marked increase in self-esteem and motivation to continue their education. According to the evaluations each term, guest speakers have been the favorite part of the course. Many students have expressed a desire to spend more time in the computer lab and to focus more on basic skills remediation.

The following is a poem written by a graduate of the SPACE program, who has found new motivation in her life:

Single Parents Actively Choosing Education

by Yvonne Villalon, Fall 1990

S ingle handed we face our private war
P acing ourselves through life's daily chores
A nswering each call whether sick or sore
C ornered by problems that can't be ignored
E xisting on frustrations, pinned up and stored.
Can there be more?

S truggling along with barely a clue
P laying life's game; do what we do
A cting a part, knowing pain to be true
C an I make a difference to change these blues?
E mptiness echoes sorrow, if only I knew
What can I do?

S earching for answers, something I could hold
P icked a problem, an answer began to unfold
A ctively seeking experts, who care about this load
C ould this for me, be a way out of the cold
E ducation, a source, my course, my road?
Am I that bold?

S till not knowing which way to go
P icked this course to help choose a goal
A nwers, decision, I needed to know
C ame to me, by following this road
E verything fell into place, that is so
I know which way to go.

S urprising how fast the time has soared
P ushed on by challenges, I now adore
A ll things possible are at my door
C almed by new tools that have been stored
E xcited by the future, I need to roar
"There is more!"

PART III: INFORMATION TO FACILITATE ADOPTION

RESOURCES NEEDED

- Professional Counselors: These persons need to be highly trained in dealing with crisis management and dysfunctional persons. The program demands intensive counseling coupled with motivational activities in order to address dysfunctional behavior patterns and change them.

- Learning Skills Specialists: The instructors are needed for basic skills development in the areas of reading, writing, and mathematics.

- Counselor/Instructor: This position is necessary to coordinate the Learning Skills curriculum with the counseling component.

- Childcare Services: This enables single parents to participate in program.

- Materials, Books, and Other Pertinent Resources: These are needed to address life management and basic skills development.

The following three pages give budget information for the program, including a project budget summary, a detailed budget, and a budget by objective.

Organization: Bakersfield College Reentry Center

Vocational Education Unit
California Community Colleges

(Project Title)
SPACE II Single Parent Adults Choosing Education

ID No.: 89-0688

You must complete a separate Project Budget Summary form for each funding source.

- ☐ Title II, Part A (Handicapped)
- ☐ Title II, Part A (Adult)
- ☒ Title II, Part A (Single Parent)
- ☐ Title II, Part A (Sex Equity)
- ☐ Title II, Part A (Disadvantaged)
- ☐ Title II, Part B
- ☐ Title III, Part A
- ☐ Title III, Part B

PROJECT BUDGET SUMMARY

(Review matching funds requirements)

Object of Expenditure	Classifications	Line	(Matching Funds) Local Funds	State Funds	Fed. Funds PL 98-524	Total
1100	Teachers' Salaries	1			6,991	6,991
1200	Supervisors' Salaries	2				
1200	Counselors' Salaries	3	4,490			4,490
2100	Clerical Salaries	4	2,550		1,855	4,405
2200	Instructional Aides' Salaries	5				
2300	Other Classified Salaries	6				
3000	Employee Benefits	7				
4100	Textbooks, Other Books	8	325		325	650
4XXX	Supplies	9	400			400
5XXX	Contracts (Services)	10			14,400	14,400
5XXX	Conference, Travel	11	500		500	1,000
5XXX	Contracts, Rents	12				
5XXX	Utilities, Housekeeping	13				
6400	Equipment Lease Purchase	14				
Total Direct Costs		15	8,265		24,071	32,336
Total Indirect Support Charges _____ % *Cannot exceed 8% of line 15*		16				
Total Program Costs		17	8,265		24,071	32,336

I authorize this cost proposal as the maximum amount to be claimed for this project.

Name/Title: Phyllis Hullett, ACCESS Division Chair

Phyllis Hullett
(Signature)

DETAILED BUDGET

1100 Teacher salaries - Federal
one part-time instructor
(2) fifteen week programs at 180 hrs/program
Total 360 hours; $19.42/hr salary
Total = $ 6,991.00

1200 Counselor's salaries - Local
one part-time counselor
(2) fifteen week programs at 108 hrs/program
Total 216 hours; $20.79/hr salary
Total = $ 4,490.00

2100 Clerical salaries - Federal
one part-time department assistant
(2) fifteen week programs at 120 hrs/program
Total 240 hours; $7.73/hr salary
Total = $ 1,855.00

2100 Clerical salaries - Federal
one part-time department assistant
(2) fifteen week programs at 165 hrs/program\
Total 330 hours; $7.73/hr salary
Total = $ 2,550.00

4100 Textbooks, other books - Federal
25 "More Choices" texts; $12.95/text
Total = $ 325.00

4100 Textbooks, other books - Local
25 "More Choices" textx; $12.95/text
Total = $ 325.00

4xxx Instructional, media and other supplies - Local
Dictionaries, video tapes notebooks
Total = $ 400.00

5xxx Contracts (services) - Federal
Child care; $2.00/hr; 15 children/program
Child care/4 hrs/day x 4 days/wk x 15 wks = 240 hrs/child
240 x 15 = 3,600 hrs/program x 2/programs x $2.00/hr
Total = $ 14,400.00

5xxx Conference/Travel - Federal
Required conferences and program dissemination
Total = $ 500.00

5xxx Conference/Travel - Federal
Required conferences and program dissemination
Total = $ 500.00

Budget Total = $ 32,336.00

Organization: Bakersfield College Reentry Center

Vocational Education Unit
California Community Colleges

(Project Title)
SPACE II Single Parent Adults Choosing Education

ID No.: 89-0688

You must complete a separate Budget by Objective form for each funding source.

- ☐ Title II, Part A (Handicapped)
- ☐ Title II, Part A (Adult)
- ☒ Title II, Part A (Single Parent)
- ☐ Title II, Part A (Sex Equity)
- ☐ Title II, Part A (Disadvantaged)
- ☐ Title II, Part B
- ☐ Title III, Part A
- ☐ Title III, Part B

BUDGET BY OBJECTIVE

(Review matching funds requirements)

Objective Number	Description	Amount Budgeted
1.	Planning & expansion of SPACE program. (clerical)	2,550
2.	Increase transfer of participants to Voc. Ed. training by 50%.	-0-
3.	Child care services (contract services)	14,400
4.	Follow-up procedures, tracking (clerical)	1,855
5.	Replication and dissemination (travel)	500
6.	Participant retention (80%)	-0-
7.	Basic Skills achievement	-0-
8.	Behavior modification (counseling)	4,490
9.	Materials and resources	1,050
10.	Reentry counselor reassignment	-0-
11.	Part-time counselor/instructor	6,991
12.	Annual conference attendance	500
	Total Project Budget	32,336

BASIC OUTLINE FOR PROGRAM EVALUATION

The following outlines the basis for program evaluation:

1. An evaluation sheet is included so that participant self-esteem can be assessed on a "before, during, and after" basis. This approach will continue to assist the staff to evaluate program effectiveness throughout the fifteen week period. A sample student self-assessment is reproduced on page 45.

2. Each phase of the program is evaluated.

    a. The planning component is evaluated prior to the start of the program to insure a comprehensive approach to meeting single parent needs (basic skills, counseling, life management).

    b. A needs assessment is given to each single parent at the beginning of the program to gain information and to assist in determining program emphasis. By meeting the participants' needs, a high retention rate can be guaranteed.

    c. Improvement in basic skills is evaluated by actual demonstration of skills by a pre- and post-placement evaluation.

3. Additionally, program, staff, and instructor evaluations by participants throughout the fifteen week period assess program effectiveness.

4. Each participant will have identified and documented a career and/or academic goal by the end of the fifteen week period.

5. Recruitment and retention of students is monitored and tracked by the Program Director with assistance from other staff members.

INFORMATION SOURCE

Additional information for the adoption of this program can be requested directly from:

Phyllis Hullett
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305
(805) 395-4339

PART IV: RESOURCE MATERIALS

This section includes the following resource materials:

- the course description;
- semester syllabus; and,
- a sample student self-assessment.

GENERAL STUDIES 51 - SINGLE PARENT PREPARATORY EDUCATION

CATALOG DESCRIPTION (3 units)

Comprehensive course designed for single parents, focusing on self-esteem and basic skills. **Prerequisite:** Reading Level 2. English Level 4 or evaluation by instructor. **Hours:**(108) 6 lecture/discussion. **CCS:** Liberal Arts and Sciences. **Not Transferable:** not degree applicable.

DESCRIPTION FOR COUNSELOR'S HANDBOOK:

This course is designed to assist single parents to develop positive feelings of self-esteem while assisting them with basic skills remediation in reading, writing and mathematics. A variety of topics will be covered including budgeting, building self-esteem, learning skills, problem solving, decision making, goal setting, career exploration and family issues.

TEXT: Bingham, Mindy, and Stryker, Sandy; More Choices: A Strategic Planning Guide for Mixing Career and Family, 1st Edition, Advocacy Press, Santa Barbara: 1987

COURSE GOALS AND OBJECTIVES:

THEME #1: BUILDING SELF-ESTEEM AND ASSERTIVENESS GOALS

A. **SELF-ESTEEM**

Goal I. The student will understand what it means to have positive or high self-esteem.

Objective a. The student will, through lectures and discussion, understand the meaning of positive or high self-esteem.

Objective b. The student's attainment of this understanding will be determined through journal entries and oral assessment.

Goal II. The student will understand how to demonstrate the characteristics of high self-esteem.

Objective a. The student will, through lecture and discussion, understand the qualities and characteristics of high self-esteem.

Objective b. The student's attainment of this understanding will be determined through consistent demonstration of high self-esteem, i.e. positive self-talk, appropriate dress, positive journal entries re: self, etc.

B. **ASSERTIVENESS**

Goal I. The student will understand how to identify the components of both assertive and non-assertive communication styles.

Objective a. The student will, through lecture and discussion, understand the meaning of assertive vs. non-assertive communication styles.

Objective b. The student's attainment of this understanding will be determined through identification and demonstration of the two styles, as well as, demonstration. (communication check list?)

Goal II. The student will understand how to identify assertive/non-assertive interpersonal communication styles in three specific situations.

Objective a. The student will, through lecture and discussion, understand how to identify both styles of interpersonal communication in three specific situations.

Objective b. The student's attainment of this understanding will be determined through verbal identification.

Goal III. The student will develop skills to change communication from non-assertive to assertive in three specific situations.

Objective a. The student will, through lecture and discussion, understand the skills needed to change non-assertive to assertive communication in three specific situations.

Objective b. The student's attainment of this understanding will be determined through demonstration of appropriate skills.

Goal IV. The student will have opportunities to utilize assertive communication styles in group interaction.

Objective a. The student will, through the experience of group interaction, be given opportunities to utilize assertive communication.

Objective b. The student's attainment of this understanding will be determined through peer and group leader analysis of communication.

THEME #2 BASIC SKILLS

A. BASIC SKILLS

Goal I. The student will read about and understand topics discussed, i.e. budgeting and buying.

Objective a. The student will, through instruction and practice, read about topics or themes previously discussed.

Objective b. The student's attainment of this skill will be determined through appropriate verbal demonstration and correct responses to questions based on reading material.

Goal II. The student will write about themes discussed, i.e. nutrition, etc.

Objective a. The student will, through instruction and practice, i.e. journal entries, write about themes previously discussed.

Objective b. The student's attainment of this skill will be determined through assessment of written content, grammar, sentence structure, vocabulary, etc.

Goal III. The student will understand the basic math skills incorporating themes, i.e. budgeting, buying, etc.

Objective a. The student will, through instruction and practice, understand the basic math skills focusing on topics discussed.

Objective b. The student's attainment of this understanding will be determined through written assessment of correct calculations in basic math on subject matter incorporated in weekly themes.

THEME #3:NUTRITION/EATING DISORDERS/COOKING

A. NUTRITION

Goal I. The student will understand what good nutrition means.

Objective a. The student will understand, through lectures and discussions, what good nutrition consists of and be able to distinguish between good and poor nutrition habits.

Objective b. The student's attainment of this understanding will be determined through correctly answering oral questions.

Goal II. The student will gain an understanding of the four basic food groups.

Objective a. Through lecture and discussion, the student will understand the components of the four basic food groups.

Objective b. The student's attainment of this understanding will be determined through proper menu planning, verbal assessment, etc.

Goal III. The student will understand the meaning of carbohydrates, proteins, and fats mean.

Objective a. Through discussion and demonstration, the student will understand what these terms mean, particularly with respect to personal meal planning.

Objective b. The student's attainment of this understanding will be determined through correct implementation of these components in conjunction with menu planning.

B. <u>EATING DISORDERS</u>

Goal I. The student will understand what Anorexia, Bulimia and compulsive over-eating mean.

Objective a. The student will, through lecture and discussion, understand the meanings of these terms.

Objective b. The student's attainment of this understanding will be determined through accurate answers to questions and personal journal writing.

Goal II. The student will have a better understanding of herself/himself with respect to the previously mentioned eating disorders, and will be able to determine whether she/he might fall into one of these categories.

Objective a. The student will, through discussion and personal counseling, as well as journal keeping, understand whether she/he might possibly have an eating disorder in addition to identifying the specific disorder.

Objective b. The student's attainment of this understanding will be determined through personal communication with the counselor and any referral source, as needed.

Goal III. The student, if necessary, will understand which steps to take toward recovery of their specific eating disorder, i.e. change in diet (for compulsive over-eating), personal counseling and/or attendance in support groups.

Objective a. Through lecture, personal communication, and discussion, the student will understand the necessary steps to take towards personal recovery (providing an eating disorder exists).

Objective b. The student's attainment of the understanding will be determined through personal communication.

C. COOKING

Goal I. The student will understand basic meal planning.

Objective a. The student will understand through lecture, discussion, and demonstrations, how to plan a nutritious meal.

Objective b. The student's attainment of this understanding will be determined through actual planning of a simple nutritious meal.

Goal II. The student will understand basic meal preparation.

Objective a. Through lecture, discussion and demonstration, the student will understand basic meal preparation.

Objective b. The student's attainment of this understanding will be determined through applied experience (actual cooking).

THEME #4 PERSONAL HEALTH AND HYGIENE

A. PERSONAL HYGIENE

Goal I. The student will understand the manner and importance of personal cleanliness.

Objective a. The student will understand, through lecture and discussion, the manner and importance of cleanliness.

Objective b. The student's attainment of this understanding will be determined through verbal assessment and application of knowledge.

Goal II. The student will understand the methods and importance of oral hygiene.

Objective a. The student will understand, through lecture, discussion and demonstration, the methods and importance of oral hygiene.

Objective b. The student's attainment of this understanding will be determined through verbal assessment and demonstration of steps in oral hygiene (i.e. brushing, flossing, etc.)

Goal III. The student will understand smoking/drinking as related to personal health and hygiene.

Objective a. The student will understand, through lecture and discussion, how smoking and drinking affect personal health and hygiene.

Objective b. The student's attainment of this understanding will be determined through verbal assessment.

Goal IV. The student will understand the relationship between personal hygiene and communicable diseases.

Objective a. The student will understand, through lecture/discussion, the relationship that exists between personal hygiene and communicable diseases.

Objective b. The student's attainment of this understanding will be determined through verbal assessment.

THEME #5 APPEARANCE AND DRESS

A. APPEARANCE AND DRESS

Goal I. The student will understand how physical appearance plays a role in career success.

Objective a. The student will understand, through demonstration, how correct coloring and fabrics can make a difference in appearance.

Objective b. The student will understand, through demonstration and discussion, how to dress appropriately for individual jobs/careers.

Objective c: The student will understand, through demonstration and discussion, how to coordinate a professional wardrobe at the lowest possible cost.

Objective d: The student will understand, through makeup demonstration, how to appear for job interviews and the work world.

Goal II. The student will understand how to shop economically for the successful career look.

Objective a. The student will understand, through demonstration and discussion, ways to shop on a budget, coordinate outfits, conserve and care for business clothing.

Goal III. The student will understand the value of exercise for a healthy body and mind.

Objective a: The student will understand, through discussion and lecture, the importance of regular exercise for health, stress reduction and appearance.

Objective b: The student will receive a brief description and understanding of the BC Shape-Up program offered each semester to coordinate health, exercise and diet.

THEME #6 FAMILY ISSUES

A. FAMILY ISSUES & RELATIONSHIPS

Goal I. The student will understand spousal and child abuse and be able to see how this might relate to their personal lives and situations.

Objective a. The student will, through lecture, reading, and discussion, understand the cycle of violence, violence as learned behavior and behavioral changes that can be made to allow for a more productive life- style.

Goal II. The student will understand substance abuse and about the effects of growing up in a home where chemical dependency existed.

Objective a. The student will through lecture, reading and discussion, understand about the dynamics of alcoholic families, ACA issues, and recovery resources.

Goal III. The student will understand good parenting techniques and child care alternatives.

Objective a. The student will, through lecture, reading, discussion, and guest speakers, understand communication techniques, responsible parenting, raising own and children's self-esteem, finding and assessing good child care.

THEME #7 BUDGETING/BUYING

Goal 1. The student will understand what money means to her/him.

Objective a: The student will, through reading, lecture, discussion and counseling, understand what money means in her/his life specifically and the impact it may have.

Objective b: The students attainment of this understanding will be determined through individual and group counseling sessions.

Goal II. The student will understand how to plan a personal budget.

Objective a: The student will, through lecture, discussion and demonstration, understand the technique of planning a budget.

Objective b: The student's attainment of this understanding will be determined through practical application (personal budget planning) and individual and group counseling.

Goal III. The student will understand comparative pricing of grocery items and how to use food stamps wisely.

Objective a: The student will, through lecture, discussion, role playing, demonstration, and counseling, understand how to compare grocery prices and how to use food stamps in a manner that is both economical and appropriate.

Objective b: The student's attainment of this understanding will be determined through actual involvement in grocery pricing and the use of money/food stamps, followed by verbal and/or written report of the experience.

Goal IV. The student will understand how to write checks and balance a checkbook.

Objective a: Through lecture, discussion, demonstration, and role playing, the student will understand the correct way to write checks (with a specific budget) and properly balance a checkbook.

Objective b: The students attainment of this understanding will be determined through actual application (check writing and balancing).

THEME #8: CAREER EXPLORATION/VOCATIONAL EDUCATION EMPHASIS

A. CAREER TESTING/INTERPRETATION

Goal I. The student will develop the skills and gather the information necessary for a realistic self-assessment for career planning.

Objective a. Through counseling and testing of interests, abilities, and values, the student will identify her/his work interests, skills, and aptitudes.

Objective b. The student's attainment of this understanding will be determined through test score interpretation and counseling resulting from such interpretation.

Goal II. The student will become familiar with the various aspects of the world of work.

Objective a. Through discussion, counseling and use of the "DISCOVER" computer program, the student will understand critical career-related terminology, various workplace settings, non-traditional approaches to work and career, the value and limitations of projected employment trends.

Objective b. The student's attainment of this understanding will be determined through appropriate answers to questions brought up in individual group counseling sessions.

Goal III. The student will gain an understanding of the paths available to them through vocational education.

Objective a. The student will, through lecture, discussion, and counseling (individual and group), understand about the different available certificate programs.

Objective b. The student's attainment of this understanding will be determined through individual and group counseling sessions.

Goal IV. The student will understand the process of decision- making as it relates to career planning.

Objective a. Through discussion and counseling, the student will identify personal goals, values and needs.

Objective b. The student's attainment of the understanding will be determined through individual and group counseling.

Goal V. The student will research a job or career choice based on the outcome of assessment.

Objective a. Through reading, discussion, demonstration and counseling, the student will:

1) formulate a plan for beginning an exploration of a job or career.

2) identify the advantages and disadvantages of choosing an immediate career vs. vocational education or pursuing advanced education.

3) be familiar with the use of career resource materials, including the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook for gathering information relating to work and career.

4) outside of the group, conduct and report on an informational interview with an individual working in an occupation of the student's choice.

Objective b. The student's attainment and understanding of the previously mentioned information in Objective "a" will be determined through individual group counseling, as well as, application, i.e. use of the DOT.

Goal VI. The student will understand a variety of skills pertinent to finding a job.

Objective a. Through lectures, demonstrations, discussions, role playing, and counseling, the student will:

1) understand how to properly fill out a job application.

2) explore methods of locating employment opportunities.

3) prepare a personal and functional resume and cover letter.

4) become familiar with effective interviewing techniques.

5) understand the law in relation to interviewing.

Objective b. The student's attainment of this understanding will be determined through active involvement in the process of all of the areas of Objective a, as well as, individual and group counseling.

THEME #9 LEARNING SKILLS

A. TIME MANAGEMENT:

Goal I. The student will understand how to set up a weekly schedule.

Objective a: Through lecture, discussion, and demonstration, the student will understand to set up a weekly schedule appropriate for her/his specific needs.

Objective b: The student's attainment of this understanding will be determined through actual schedule writing and counseling to determine appropriateness.

B. STRESS MANAGEMENT:

Goal I. The student will understand methods of coping with stress, i.e. exercise and relaxation.

Objective a: The student, through lecture, discussion, demonstration, role playing and counseling, will understand methods of coping with stress, i.e. exercise and relaxation.

Objective b: The student's attainment of this understanding will be determined through actual involvement using different coping strategies as well as individual and group counseling.

C. TEST-TAKING AND STUDY TECHNIQUES:

Goal I. The student will understand an efficient and effective manner of note-taking.

Objective a: Through lecture, discussion, and demonstration the student will understand efficient note-taking strategies.

Objective b: The student's attainment of this understanding will be determined through assessment of actual note-taking for basic skills section and other relevant areas in the program.

Goal II. The student will understand techniques to increase memory retention.

Objective a: Through lecture, discussion, demonstration, and role playing, the student will understand the ways in which she/he can increase memory retention for study purposes.

Objective b: The student's attainment of this understanding will be determined through actual exercises involving strategies for memory retention.

Goal III. The student will understand methods of dealing with test anxiety.

Objective a: The student will, through lecture, discussion, demonstration and counseling, understand the strategies of coping with test anxiety, i.e. relaxation, etc.

Objective b: The student's attainment of this understanding will be determined through role-playing and counseling.

THEME #10 LIFE PLANNING AND ACADEMIC PLANNING

A. LIFE PLANNING

Goal I. The student will explore the special problems and situations facing adults attending or returning to school.

Objective a. Through lecture, discussion and counseling, the student will understand adult developmental stages and corresponding life tasks and stresses.

Objective b. The student's attainment of this understanding will be determined through individual and group counseling sessions.

Goal II. The student will understand the process of decision making as it relates to life planning.

Objective a. Through lecture, discussion and counseling, the student will identify personal goals, values and needs.

Objective b. The student's attainment of this understanding will be determined through individual and group counseling sessions (and actually making some life planning decisions).

B. ACADEMIC PLANNING

Goal I. The student will examine the components of academic success in higher education (or level appropriate), Bakersfield College requirements and educational planning.

Objective a. The student will, through reading, lecture, discussion, and counseling be:

1) assisted in knowing and understanding the matriculation process.
2) given accurate information concerning the role of the community college in higher education and helped to appreciate the values and meaning of the associate degrees and/or certificate program.
3) helped to know and understand academic rules and regulations.
4) (vocational-technical student) given

accurate and up-to-date information relevant to the various 2-year curriculum and/or certificate programs available at Bakersfield College leading to a specific skill or occupation.

5) assisted with interpretation of Bakersfield College placement assessment (where appropriate).

6) assisted with preparation to become more independent through discussion of the role of the counselor and the advising process and the preparation of a tentative educational plan.

POLICIES

Regular attendance is essential to the satisfactory completion of this course. Students will participate in a variety of activities including group counseling and journal writing.

COURSE CONTENT	WEEK #
Introduction to course: Introduction to CBO's, self-esteem building, group counseling and basic skills development.	#1
Personal Health and Hygiene: healthful habits and personal grooming.	#2
Appearance and Dress: smart buying and putting it all together.	#3
Budgeting and Buying: groceries, money, and household planning.	#4
Nutrition/eating disorders: cooking, and proper diet.	#5
Family issues: child and spousal abuse substance abuse.	#6
Career exploration/Voc. Ed. opportunities: career testing, interpretation, career information and planning.	#7
Learning Skills: time management, stress management, test taking, and study techniques.	#8
Life Planning: What's next including academic planning.	#9

METHOD OF EVALUATION:

The student will write, keep and turn in a journal at the completion of the course. Quizzes relative to budgeting, grocery and apparel buying, etc. will be given at the end of each week or theme. The student will participate in group counseling and esteem building activities which will emphasize verbal communication. The student will also demonstrate problem solving and decision making abilities through written and/or verbal exercises.

WEEK ONE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	LABOR DAY	Welcome - Joan, Ethel, and Pat	Guest Speakers Lucy Perez - Vera Diaz	Handout of Books - "More Choices" & Journals	All Students on main campus... Reentry Ctr., Computer Lab, Child Care w/Barbara Moore
9:15			Registration		
9:30		Rules of class	B.O.G.G. E.O.P. & S.		
9:45		Child Care Paperwork	Financial Aid	Homework & writing assign	
10:00				-ments	
10:15		CBO's			
10:30		Break		Janet Ford Shell	
10:45		Working in Pairs		"Aspirations & Inspirations"	
11:00		...intro. of			
11:15		partners			
11:30					
11:45					
12:00					

WEEK TWO

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	BC Main Campus Tour	Role & Basic Skills	Role & Basic Skills	Role & Basic Skills	Computer Day
9:15	including BC Day Care Ctr.	Ethel- Genograms			
9:30		Time Lines		Tour of the Weill Inst.	
9:45		Life Cycle	Group		
10:00					
10:15		Break	Break	Break	Break
10:30		Ethel- continue		Chapter on	Computer Day
10:45			"Myth Busters" film & discussion	Myths & discussion	
11:00	Pat Thompson Reentry Center				
11:15					
11:30					
11:45					
12:00					

WEEK Three

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Computer day	Role & Basic Skills	Role & Basic Skills	Role & Basic Skills	Computer day
9:15		Problem of the day	Problem of the day	Problem of the day	
9:30					
9:45			Patty Knight on	Group	
10:00		Dysfunctional families	"Sexual Abuse"		
10:15	Break		Break	Break	Break
10:30		Break			
10:45			continue: Sexual Abuse		
11:00		continue:		Susan Handy R.O.P.	
11:15		Dysfunctional families			
11:30					
11:45					
12:00					

WEEK Four

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Computer Day	Role & Basic Skills	Role & Basic Skills	Role & Basic Skills	Computer Day
9:15		Problem of the day	Problem of the day	Problem of the day	
9:30					
9:45		Group	Group		
10:00					
10:15	Break	Break	Break	Break	Break
10:30		Movie: "Alcohol and the Family"	Melinda Sutton "Eating Disorders"	Karen Cooley "Nutrition & Toxic Relationships"	
10:45					
11:00					
11:15					
11:30					
11:45					
12:00					

WEEK Five

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Computer Day	Karen Jones ETR	Role & Basic Skills	Mercy Hospital Tour	Computer Day
9:15			Problem of the day	Allied Health Careers	
9:30					
9:45			Group		
10:00					
10:15	Break	Break	Break		Break
10:30		Role & Basic Skills			
10:45		Problem of the day			
11:00			Anna Allen Human Services		
11:15					
11:30					
11:45					
12:00					

WEEK Six

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Computer Day	Role & Basic Skills	Role & Basic Skills	Role & Basic Skills	Computer Day
9:15		Problems of the day	Problems of the day	Problems of the day	
9:30					
9:45		Group	Group	Dr. Bobbie George	
10:00				"Assertiveness"	
10:15	Break	Break	Break	Break	Break
10:30		Becky Diltz, Manager of Mervyn's Dept.			
10:45		Store East Hills Mall			
11:00	Pat Thompson	OR	Maureen Walsh-Meyers		
11:15		Audrey Walsh, Production Manager	BC Food Service		
11:30					
11:45					
12:00					

WEEK Seven

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Computer Day	Role & Basic Skills	Role & Basic Skills	Role & Basic Skills	Computer Day
9:15		Problem of the day	Problem of the day	Problem of the day	
9:30					
9:45		Text book	Text book	Text book	
10:00			Nancy Golden: Community Health Education - Birth Control & Options	FILM: "Killing Us Softly" & "Still Killing Us Softly"	
10:15	Break	Break			Break
10:30					
10:45					
11:00		Marc Widelock Attorney -			
11:15		"Legal Issues"			
11:30					
11:45					
12:00					

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WEEK Eight

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Computer Day	Role & Basic Skills	Role & Basic Skills	Role & Basic Skills	Computer Day
9:15		Problem of the day	Problem of the day	Problem of the day	
9:30					
9:45		Pat Thompson Time Management	Group	Ethel - Stress Management and Relaxat-on	
10:00		Goal Setting			
10:15	Break	Break	Break	Break	Break
10:30					
10:45					
11:00		Anthony Gonzales Civil Services	Kathleen Curran		
11:15		in City Jobs	Kern City Personnel		
11:30			"JOBS"		
11:45					
12:00					

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WEEK NINE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Computer Day	Role & Basic Skills	"Math Anxiety" Sharon Edgmon	Role & Basic Skills	Computer Day
9:15		Problem of the day		Problem of the day	
9:30					
9:45		Goal-Setting			
10:00					
10:15	Break	Break	Break	Break	Break
10:30					
10:45					
11:00		Career tapes	Textbook &	Goal-Setting	
11:15			Career Tapes		
11:30					
11:45					
12:00					

WEEK Ten

Time	Nov. 5 Monday	Nov. 6 Tuesday	Nov. 7 Wednesday	Nov. 8 Thursday	Nov. 9 Friday
9:00	Computer Day	Voting time	Role & Basic Skills	Peggy DeStefano	Computer Day
9:15				"Careers in Criminal Justice	
9:30			Jerry Ludeke "What you need to succeed in college."		
9:45		Meet main campus- Sci. & Eng. Bldg.			
10:00		CAM Lab tour on campus			
10:15				Break	
10:30	Break		Break	Problem of the Day	Break
10:45					
11:00		CAD Lab tour	Group and follow-up on	Textbook	
11:15			speakers agenda		
11:30					
11:45					
12:00					

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WEEK Eleven

Time	Nov. 12 Monday	Nov. 13 Tuesday	Nov. 14 Wednesday	Nov. 15 Thursday	Nov. 16 Friday
9:00	Holiday	Role & Basic Skills	Role & Basic Skills	Role & Basic Skills	Computer Day
9:15		Problem of the day	Problem of the day	Problem of the day	
9:30		"Women & Aging" video	CAI test	Group	
9:45			interpretation Pat Thompson		
10:00					
10:15			Break		
10:30		Break		Break	Break
10:45		Life Cycle		Textbook	
11:00		Discussion			
11:15		Group			
11:30		& Text			
11:45					
12:00					

WEEK Twelve

Time	Nov. 19 Monday	Nov. 20 Tuesday	Nov. 21 Wednesday	Nov. 22 Thursday	Nov. 23 Friday
9:00	Computer Day	Problem of the day	Carol Sharpe		
9:15		Chris Russell "Mind-Body Connection"	Child Development Careers		
9:30					
9:45					
10:00					
10:15			Break		
10:30	Break		Children's Self-care		
10:45			movies		
11:00		Group			
11:15		Holiday anxieties			
11:30					
11:45					
12:00					

Thanksgiving

Holidays

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WEEK Thirteen (13)

Time	Nov. 26 Monday	Nov. 27 Tuesday	Nov. 28 Wednesday	Nov. 29 Thursday	Nov. 30 Friday
########	################	################	################	################	################
9:00	Computer Day	Problem of the Day	Problem of the Day	Problem of the Day	Computer Day
9:15					
9:30		Communication Skills	Communication Skills	Susan Pennington	
9:45				Cambridge/Rand Personnel Agency	
10:00				"Job	
10:15				Interviewing"	
10:30					
10:45	Break	Break	Break	Break	Break
11:00					
11:15					
11:30					
11:45					
12:00					

WEEK Fourteen (14)

Time	Dec. 3 Monday	Dec. 4 Tuesday	Dec. 5 Wednesday	Dec. 6 Thursday	Dec. 7 Friday
9:00	Computer Day	Problem of the Day	Problem of the Day	Problem of the Day	Computer Day
9:15					
9:30				Putting it all together	
9:45					
10:00			Nancy Golden of		
10:15			Community Health Ctr.		
10:30	Break	Break	"Aids & STD's"	Break	Break
10:45					
11:00		Joy Birdwell			
11:15		"Women in Non-Trad.			
11:30		Careers - Trucking"			
11:45					
12:00					

WEEK Fifteen (15)

Time	Dec. 10 Monday	Dec. 11 Tuesday	Dec. 12 Wednesday	Dec. 13 Thursday	Friday
9:00	Computer Day	Role & Basic Skills	Role & Basic Skills	GRADUATION	
9:15		Problem of the day	Problem of the day		
9:30		"Educating Rita"	Class Evaluation		
9:45		Movie			
10:00			Break		
10:15			Moving Onto		
10:30	Break		the Next Step		
10:45					
11:00					
11:15					
11:30			Evaluation of self/class		
11:45					
12:00					

1. SPACE Assessment/Self Evaluation

NAME _____

1st Week _____
9th Week _____
15th Week _____

In an effort for us to better understand the effects of our S.P.A.C.E. program, we are asking you to:

Read through each of the five items and show by putting an X through the appropriate mark on the line how you would describe yourself as you are now. For your own benefit, please be as honest as possible.

a. I have little or no control over my life. ---------- I see that I have a choice in my life.

b. I feel depressed/ anxious much of the time. ---------- I feel O.K. about expressing anger- stronger emotionally/ physically.

c. I frequently am not in touch with my feelings. ---------- I am better able to understand inner feelings.

d. Difficult for me to be assertive. ---------- Easier for me to be assertive.

e. I seldom do things to please myself. ---------- I am able to do something to please myself.

COMMENTS: Is there anything you would like to add regarding your personal growth?

2. SPACE/END OF PROGRAM QUESTIONNAIRE

a. My favorite part of the course was

b. My least favorite part was

c. With regards to the time spent, I would have spent more time on

d. I would have spent less time on

e. Comments for future programs